

Purpose of Position/Summary:

The literacy instructional coach will increase the quality and effectiveness of classroom instruction through observation and feedback, lesson-modeling, co-teaching, mentoring, and facilitating academic reflection. The coach will assist in implementing a plan for targeted support using evidence-based literacy practices aligned with the Science of Reading to meet the needs of all students.

Essential Duties/Responsibilities:

- Participate in training provided by the Indiana Department of Education (IDOE).
- Collaborate with local administrators and educators to:
 - Assist in instructional planning, and expand teachers' use of a variety of resources to provide high-quality Science of Reading opportunities.
 - Create and monitor specific, measurable instructional goals.
 - Provide training on formative assessment administration based on the integration of the Science of Reading.
 - Ensure that student achievement data is routinely collected, reported, and used to drive instructional decisions at the school- and classroom-level, while offering feedback and reflection.
 - Implement intensive professional development on high-quality instructional practices aligned with the Science of Reading, Structured Literacy, and Balanced Literacy in conjunction with IDOE.
 - Analyze data from a district, school, grade-level, classroom, and individual student perspective.
 - Model continuous learning, maintain current progress, and serve as a thoughtful leader for student literacy in the school.

Credentials and Expertise:

- Bachelor's degree required, Master's degree preferred, with a minimum of five years of experience. Expertise related to literacy content and pedagogy.
- Valid Indiana Teacher's License.
- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Ability to solve practical problems and utilize a variety of concrete variables in situations containing only limited standardization.

- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to apply knowledge of current research and theory in instructional programs related to Science of Reading and early literacy instructional practices;
- Ability to plan and implement lessons based on Science of Reading instructional practices reflecting the needs and abilities of all students.
- Ability to establish and maintain effective relationships with students, peers, and parents with skills in verbal and written communication.
- Ability to perform duties in compliance and accordance with all IDOE requirements, district requirements and Board of Trustees policies.
- Ability to work well with a variety of personnel in the organization, including building principals, teachers, and students.